

Wren Middle
1010 Wren School Road
Piedmont, SC 29673

Grades 6-8 Middle School

Enrollment 760 Students

Principal Robin R. Fulbright 864-850-5930

Superintendent Dr. Wayne Fowler 864-847-7344

Board Chair Mr. Fred Alexander 864-947-9346

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	9	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Excellent	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes
2005	Good	Below Average	No

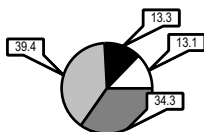
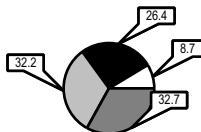
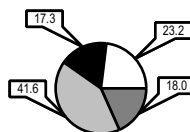
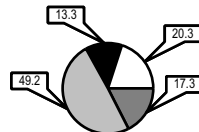
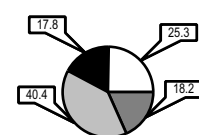
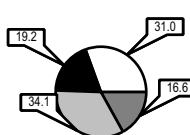
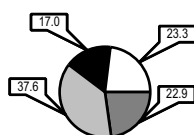
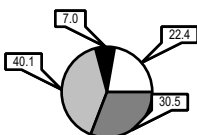
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	751	99.5	12.8	39.5	34.4	13.3	62.4	Yes	Yes
Gender									
Male	380	99.5	16.8	43.1	30.8	9.3	57.1		
Female	371	99.5	8.7	35.9	38.1	17.4	67.8		
Racial/Ethnic Group									
White	689	99.6	11.6	39.0	35.5	13.9	64.3	Yes	Yes
African American	46	97.8	27.3	50.0	22.7	0.0	38.6	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	663	99.6	8.1	38.5	38.5	14.9	69.0		
Disabled	88	98.9	48.8	47.6	2.4	1.2	11.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	751	99.5	12.8	39.5	34.4	13.3	62.4		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	745	99.5	12.6	39.4	34.6	13.4	62.8		
Socio-Economic Status									
Subsidized meals	246	99.2	25.5	47.6	23.4	3.5	41.1	Yes	Yes
Full-pay meals	505	99.6	6.7	35.7	39.6	18.0	72.4		

Mathematics – State Performance Objective = 36.7%									
All Students	751	99.7	8.6	32.2	32.8	26.4	71.2	Yes	Yes
Gender									
Male	380	99.7	10.4	31.5	32.9	25.2	71.8		
Female	371	99.7	6.7	33.0	32.7	27.7	70.7		
Racial/Ethnic Group									
White	689	99.9	7.5	30.9	33.8	27.8	72.8	Yes	Yes
African American	46	97.8	27.3	45.5	25.0	2.3	47.7	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	663	99.9	4.4	30.4	35.6	29.6	77.5		
Disabled	88	98.9	41.5	46.3	11.0	1.2	22.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	751	99.7	8.6	32.2	32.8	26.4	71.2		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	745	99.7	8.6	31.8	33.0	26.6	71.6		
Socio-Economic Status									
Subsidized meals	246	99.2	14.7	44.2	27.7	13.4	55.0	Yes	Yes
Full-pay meals	505	100.0	5.7	26.6	35.2	32.5	78.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	750	99.2	22.7	41.9	18.1	17.4	35.5
Gender							
Male	379	99.2	23.1	39.1	17.4	20.4	37.7
Female	371	99.2	22.2	44.7	18.8	14.3	33.1
Racial/Ethnic Group							
White	688	99.3	20.8	42.1	18.7	18.3	37.0
African American	46	95.7	50.0	40.9	9.1	0.0	9.1
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	663	99.3	17.7	42.9	20.0	19.4	39.4
Disabled	87	98.9	62.5	33.8	2.5	1.3	3.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	750	99.2	22.7	41.9	18.1	17.4	35.5
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	744	99.2	22.4	41.9	18.2	17.5	35.7
Socio-Economic Status							
Subsidized meals	245	98.4	37.1	43.7	12.2	7.0	19.2
Full-pay meals	505	99.6	15.9	41.0	20.8	22.2	43.1

Social Studies							
All Students	750	99.1	19.5	49.7	17.4	13.4	30.8
Gender							
Male	379	98.9	17.5	47.9	19.1	15.5	34.6
Female	371	99.2	21.6	51.4	15.7	11.2	27.0
Racial/Ethnic Group							
White	688	99.1	18.2	50.0	18.0	13.8	31.8
African American	46	97.8	38.6	50.0	9.1	2.3	11.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	663	99.4	16.3	49.7	19.1	14.9	34.0
Disabled	87	96.6	45.6	49.4	3.8	1.3	5.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	750	99.1	19.5	49.7	17.4	13.4	30.8
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	744	99.1	19.4	49.6	17.6	13.5	31.0
Socio-Economic Status							
Subsidized meals	245	98.4	32.9	52.6	8.8	5.7	14.5
Full-pay meals	505	99.4	13.3	48.3	21.5	17.0	38.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	227	99.1	17.0	33.9	36.6	12.5	49.1
	7	280	100.0	7.9	39.6	43.9	8.6	52.5
	8	218	99.5	13.0	41.7	37.0	8.3	45.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	237	99.6	18.4	36.8	31.6	13.2	44.7
	7	223	100.0	9.8	36.7	39.5	14.0	53.5
	8	291	99.0	10.4	43.9	32.7	12.9	45.7
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	227	99.1	7.6	28.1	29.9	34.4	64.3
	7	280	99.6	8.3	33.2	21.3	37.2	58.5
	8	218	100.0	12.0	29.5	34.1	24.4	58.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	237	99.6	6.6	30.3	40.4	22.8	63.2
	7	223	100.0	4.7	28.4	25.6	41.4	67.0
	8	291	99.7	13.2	36.8	32.1	17.9	50.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	237	99.2	25.0	35.1	20.6	19.3	39.9
	7	223	99.6	17.3	45.8	18.2	18.7	36.9
	8	290	99.0	24.9	44.4	15.9	14.8	30.7
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	237	99.2	22.5	55.1	14.5	7.9	22.5
	7	223	99.6	16.4	48.1	15.4	20.1	35.5
	8	290	98.6	19.6	46.4	21.4	12.7	34.1

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 760)				
Students enrolled in high school credit courses (grades 7 & 8)	12.5%	Down from 15.7%	31.3%	15.5%
Retention rate	0.1%	Down from 0.5%	2.2%	3.0%
Attendance rate	95.9%	Down from 98.6%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%	Down from 3.1%	3.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%	Down from 3.3%	3.4%	4.6%
Eligible for gifted and talented	27.0%	Down from 30.5%	31.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.4%	Down from 12.4%	10.2%	13.6%
Older than usual for grade	0.9%	Up from 0.3%	2.3%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.3%	0.7%	0.8%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	54.8%	Down from 55.3%	57.1%	51.8%
Continuing contract teachers	76.2%	Down from 78.9%	81.7%	78.1%
Highly qualified teachers	87.8%	Down from 93.8%	90.0%	89.6%
Teachers with emergency or provisional certificates	2.8%	Down from 3.3%	2.8%	6.0%
Teachers returning from previous year	87.4%	Up from 85.7%	87.2%	85.4%
Teacher attendance rate	95.0%	Down from 95.2%	95.3%	94.9%
Average teacher salary	\$43,499	Up 8.4%	\$43,499	\$41,328
Prof. development days/teacher	6.8 days	Down from 8.3 days	11.2 days	11.5 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	3.0
Student-teacher ratio in core subjects	23.8 to 1	Down from 24.8 to 1	22.5 to 1	21.3 to 1
Prime instructional time	90.7%	Down from 93.8%	90.4%	89.3%
Dollars spent per pupil*	\$5,254	Up 4.7%	\$5,413	\$6,022
Percent of expenditures for teacher salaries*	61.6%	Up from 59.8%	64.4%	61.7%
Opportunities in the arts	Good	No change	Excellent	Good
Parents attending conferences	96.4%	Down from 99.0%	96.8%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.6%		89.4%	
Highly qualified teachers in high poverty schools	81.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Excellence and high expectations remain a tradition at Wren Middle School, as we engage in a continuous program of self-improvement. Our five year SACS study was successfully completed, and we continue to maintain our accreditation without any deficiencies. Our students continue to perform well academically and artistically. Standards-based instruction is the focal point of our academic program. Teachers and administrators work together to align the curriculum and the instructional program to the South Carolina Achievement Standards. Skills are integrated across the curriculum as strategies are developed that encompass data from PACT scores, benchmark assessments, and curriculum mapping. We continue to seek new instructional strategies that will enable us to move all students to their greatest academic potential. Service learning is a vital and integral part of our curriculum. Our service learning program provides opportunities for parent and community involvement as well as a way for our students to apply classroom knowledge to real world situations. Smooth transition from the elementary schools to the middle school is a top priority as is the transition from Wren Middle School to Wren High School. We also appreciate a supportive PTSO and School Improvement Council. Our PTSO has provided funds for instructional materials, building improvements, and other school-wide activities and also continues to increase opportunities for parental involvement. It has been an outstanding year for Wren Middle School.

Among our many accomplishments are the following:

6 students received awards at the Regional Science Fair

93 students were nominated for the Talent Identification Program

46 students were nominated for the Junior Scholars Program

7 EIA Teacher Grants totaling \$14,000 were funded

An after-school program was provided

All students participated in the accelerated reader program

All students participated in the District Writing Contest

All students and parents participated in Career Action Planning

All students participated in character education

All interim goals of our school renewal plan were met.

2 fully equipped computer labs and an Edutest lab are available for academic assessment and assistance, skill enhancement, and learning opportunities beyond the regular school day.

A full-time Resource Officer is employed to maintain safety.

Wren Middle School is a community of learners emphasizing academics, service, and the arts. Our goal is to provide students with diverse opportunities that will bridge the gap to the future and enable them to successfully meet challenges throughout their educational careers and beyond.

Robin R. Fulbright, Principal
Brent Greer, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	234	129
Percent satisfied with learning environment	96.4%	83.2%	92.2%
Percent satisfied with social and physical environment	96.4%	85.3%	90.5%
Percent satisfied with school-home relations	92.9%	87.9%	70.6%

*Only students at the highest middle school grade level at this school and their parents were included.